**DATE: May 21st –25th /2012 WEEK: 36 GRADE: FIRST**

|  |  |
| --- | --- |
| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: HOW THE WORLD WORKS** | **Subject Area: english: WRITING** |
| **WRITING ACHIEVEMENT INDICATORS**   1. Uses standard spelling and phonics for an increasing range of words. (Phase 3) 2. Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading. (Phase 3) 3. Begins to develop editing skills. (Phase 3) |  |

**LEARNING EXPERIENCE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20min  20min | . Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the  teacher and/or encountered  in reading. (Phase 3)  . Begins to develop editing skills. | **ACTIVITY 1**   * Explain the children that they will write about how a plant or an animal grows. * Make groups of four children and choose an animal or a plant they are going to write about. * Use writing planner A reminding the children to use complete sentences and describe one step of the growing process on each process.   **ACTIVITY 2**   * Choose individually a living thing to write about its growing process. * Remind the children to use appropriately each box to describe each step of the process. * Make emphasis on the use of the renglon ferrocarril and suggest the inclusion of the High Frequency Words for this week: ***will, so, not.*** * Ask for volunteers to share their drafts and discuss if the elements are included in the appropriate order and if different stages of the process are included. | Writing card side A |  |